

1 **R277. Education, Administration.**

2 **R277-505. Administrative License Areas of Concentration and**
3 **Programs.**

4 **R277-505-4. Administrative License Area of Concentration**
5 **Requirements.**

6 A. An applicant for the Administrative license area of
7 concentration shall have successfully completed or received
8 all of the following:

9 (1) a Level 2 teaching license or equivalent from another
10 state with area of concentration;

11 (2) a master's degree or more advanced degree;

12 (3) an education administrative program; and

13 (4) a Board-approved administrative test;

14 (5) Exceptions may be made to R277-505-4A(1)(2) or (3)
15 by the USOE for exceptional professional experience,
16 exceptional education accomplishments, or other noteworthy
17 experiences or circumstances.

18 (6) not fewer than three years of acceptable full-time
19 professional experience in an education-related area in a
20 public or accredited private or parochial school. Appropriate
21 experiences that may be substituted for up to one-half of this
22 requirement include:

23 (a) alternative school or similar type professional
24 experience;

25 (b) community college, trade-technical college, or other
26 post-secondary professional experience;

27 (c) district-level administrative experience;

28 (d) headstart or preschool professional experience;

29 (e) college of education or state education agency
30 professional experience; or

31 (f) professional experience in academic departments of
32 colleges or universities if there has been sufficient
33 involvement with public school programs and curriculum.

34 (7) a recommendation from a Utah institution whose
35 program of preparation has been accredited by the National
36 Council for Accreditation of Teacher Education (NCATE), the
37 Teacher Education Accreditation Council (TEAC) [~~or one of the~~

~~major regional accrediting associations as defined under R277-503-1L].~~

B. In addition to R277-505-4A, above, an applicant for the Administrative license area of concentration shall successfully complete an administrative internship. The internship shall:

(1) consist of a minimum of 450 hours of supervised clinical experiences, excluding additional hours required by a university for seminars or discussion sessions within the required hours.

(2) include a minimum of 200 of the required hours in a school setting which offers the opportunity of working with a properly licensed principal, students, faculty, classified employees, parents and patrons.

(3) include the remainder of the required internship hours in school district offices, the USOE or other USOE-approved and appropriate agencies or school settings.

(4) include the majority of the school-level supervised experience during the regular school day in concentrated blocks of a minimum of three hours each when students are present.

(5) presume interns' involvement in extracurricular activities.

(6) include experiences at both elementary and secondary school levels.

(7) have clinical experience in a different school than where the intern may be employed as a teacher.

(8) provide opportunities for the intern to demonstrate application of knowledge and skills gained through the higher education experience in school settings, including the opportunity to:

(a) understand the school community;

(b) understand the school culture and its importance to the student;

(c) experience managing a safe, efficient learning environment;

(d) collaborate with families of diverse students;

75 (e) support ethics and fairness in the school setting;
76 and

77 (f) participate in the larger political, social,
78 economic, legal and cultural school context.

79 C. In the first year of employment as an administrator,
80 an applicant for the Administrative license area of
81 concentration shall complete a one school year mentoring
82 experience established and supervised by the employing school
83 district or charter school that includes criteria identified
84 in R277-522-3A and B, as applied to administrators.

85 D. Relicensure and professional development requirements
86 for active and non-practicing administrators shall include:

87 (1) for active administrators, at least 75 of the
88 required 200 points shall focus on leadership issues to ensure
89 that:

90 (a) administrators have current and effective knowledge
91 and skills;

92 (b) administrators understand and can demonstrate
93 employee corrective action directives;

94 (c) administrators are working to improve student
95 achievement, teacher effectiveness and teacher retention
96 skills; and

97 (d) administrators are using student data to assess
98 student learning.

99 (2) for non-practicing administrators, at least 100
100 points of the required 200 points shall be related to school
101 administration.

102 **KEY: professional competency, teacher certification,**
103 **accreditation**

104 **Date of Enactment or Last Substantive Amendment: ~~[March 27,~~**
105 **~~2007]~~2010**

106 **Notice of Continuation: September 6, 2007**

107 **Authorizing, and Implemented or Interpreted Law: Art X Sec 3;**
108 **53A-6-101(1); 53A-6-101(2); 53A-1-401(3)**